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ABSTRACT

The purpose of the particum described in this paper was to teach parents tutoring skills so that they could help raise their children's academic achievement in reading and mathematics. The pupils and parents in the project represented a tri-ethnic population of blacks, whites, and Spanish surnamed. The practicum consisted of training 50 parents in reading and mathematics, two hours a week for 15 weeks, to tutor their children at home. The children of these parents were the experimental group. A group of 50 pupils whose parents were not trained in the tutoring sessions were used as the control group. Relevant data gathered during the study tends to support the two major hypotheses that, given the training program for parents, the students in the experimental group would show a significant increase in achievement over the students in the control group and the parents in the experimental group would evidence a more positive attitude toward the school. Both hypotheses were accepted with significance at the .001 level. (Author/RB)

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THE DEVELOPMENT AND IMPLEMENTATION
of a
TUTORIAL PROGRAM FOR PARENTS
to
IMPROVE THE READING AND MATHEMATICS ACHIEVEMENT
of
THEIR CHILDREN

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by John A. McKinney

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Fort Lauderdale Cluster
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Maxi II
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ABSTRACT

The purpose of this practicum was to teach parents tutoring skills so that they could help raise their children's academic achievement in reading and mathematics. The practicum was conducted at Holmes Elementary School, Miami, Florida, with parents from three inner-city schools of the Dade County Public Schools district. The pupils and parents in the project represented a tri-ethnic population of blacks, whites, and Spanish surnamed.

The need for the practicum was expressed in the large numbers of inner-city school children who are scoring far below national norms in reading and mathematics. Additionally, the present state of the economy has dictated that a drastic reduction in operational funds for schools will decrease the number of auxiliary personnel working in schools. This reduction will minimize the opportunities for individualization of instruction and special help for children needing it.

The practicum consisted of training fifty parents in reading and mathematics, two hours a week for fifteen weeks, to tutor their children at home. The children of the fifty parents trained were the experimental group. A group of fifty pupils whose parents were not trained in the tutoring sessions were used as the control group.

The purpose of the instruments used in the study was to gather data with which to analyze the effectiveness of the practicum. The parent attitude survey was used to pre- and post-test parents in order to measure attitude change. The parent questionnaire determined the success of the training program. The comparison of the achievement between the control and the experimental group was accomplished with the Dade County Systems Assessment Program.

The results of the practicum indicated that both hypotheses were accepted with significance at the .001 level:

1. Given the training program for parents, the students in the experimental group would show a significant increase in achievement over the students in the control group.
2. Given the training program for parents, the parents in the experimental group will evidence a more positive attitude toward the school.

Two by-products of the study were the training modules and a handbook of activities for parents to use in tutoring in reading and mathematics. The training package is being accepted by Dade County Public Schools for implementation.

ACKNOWLEDGEMENT

The completion of this project could not have been realized without the help, assistance and encouragement of many people. To all of these persons I am eternally grateful. It would be most difficult and far too lengthy to mention the names of all of those to whom I owe a great measure of gratitude and appreciation; however, I would like to mention a few. I must thank the teachers, staff, parents and pupils of Holmes Elementary School, Martin Luther King Primary and Primary School C for their cooperation in getting the project implemented and completed. The continuous encouragement and stimulation by my mother and my friend Charlie kept me conscious of the task at hand; warm thanks are due both. Mr. Sam Kaylin and Mr. Mel Tennis, Nova University, were helpful keeping me on task in clarifying what I was about. Drs. John Hilderbrand and Charlie Williams, Jr. provided me with technical assistance and helpful suggestions during the analysis. I would especially like to thank the observers of my project, Dr. J. L. Jones, Dr. Everett E. Abney and Mrs. Leenette M. Pennington, who reacted to my work, gave invaluable advice and took time from their busy schedules to give guidance during the project.

J. A. McK.

INTRODUCTION

The failure of urban school children to achieve in reading and mathematics at anticipated national norm levels has established elementary reading and mathematics as a high priority within school systems. To help attain improved reading and mathematic understandings, public schools have provided extensive time and energy, not to mention money, on new programs and approaches. Vast sums of money have been invested in urban reading and mathematics programs, but there is still much room for improvement. Reading and mathematics scores of urban children continue to lag behind those of youngsters attending suburban schools. Disadvantaged children are still failing to reach their full potential dispite the large amounts of federal monies allocated to schools.

One major reason for this lag is the small degree of support and reinforcement many of these children receive at home. Parents of disadvantaged children need to become more actively involved in a meaningful way if true gains are ever to be realized. Members of black and other communities in the nation's cities are concerned about the quality of reading and mathematics instruction in inner-city schools. Although some parents have become hostile toward the school, their genuine concerns can be

harnessed and put to use in upgrading the achievement of their children.

There are indications that student achievement is affected through the involvement of parents. Accoring to Lavin (1968), some reports indicate that the child's behavioral changes in early school years are influenced by his attempts to identify and adopt parental values and overt responses. Bloom (1964), suggests that differences in academic performances may be related to the value placed on school learning by parents and students and the reinforcement of school learning by the home. Students from advantaged homes may be able to see the relationship between school and job, whereas students from disadvantaged environments may experience difficulty seeing the relationship. Blatt (1967), found a correlation between a measure of family adequacy and the average school performance of all siblings. He inferred that school failure is family-linked and must be family treated.

This writer is of the opinion that parent involvement is an avenue which needs more exploration. This is especially true in areas of low socio-economic isolation. The child, who sees little relationship between educational growth and parental involvement, may assume education is not the course to be followed. The encouragement of parental involvement may lead to several situations which will afford an educational opportunity and growth for the child.

Schools can get parents to take a more active role in the education of their children if parents were trained to continue the educative process in the home. An occasional visit to a PTA or an Advisory Council meeting falls far short of getting active involvement in the learning process.

STATEMENT OF THE PROBLEM

The local school district will experience a drastic reduction in operational funds as the economy continues to move toward recession. A major impact of this reduction of funding will be decreases in the number of auxiliary personnel that will be available to assist teachers in classrooms. This reduction of auxiliary personnel will make it increasingly difficult for teachers to individualize instruction to meet the needs of students, thus forcing students to learn at the teacher's rate rather than at their own rate.

The present state of affiars in inner-city schools where youngsters are scoring far below the national norms in reading and mathematics, makes the impact of decreased funding even more crucial. There must be some means established whereby schools can retard the rate at which students are falling behind in the basic skills of reading and mathematics.

School districts have at their disposal large numbers of parents who, if properly trained, can accomplish the same end as the auxiliary personnel employed by the school district. If the reservoir of potential parent tutors goes untapped, numerous students, who have deficiencies in reading and mathematics, will continue to fall behind as they move ahead in school.

A definite need exists in the inner-city schools of Dade County to train parents to tutor their children in order that poor achievement in reading and mathematics will be minimized.

PURPOSE OF THE PRACTICUM

The purpose of the practicum is to teach parents tutoring skills so that they may help raise their children's academic achievement in reading and mathematics.

BACKGROUND OF THE STUDY

Parental involvement as an educational concern has moved through various stages. School administrators and teachers have used the term in reference to meetings, school socials, parent-teacher conferences, and responsiveness of parents to school summons. In recent years, some school districts with a low socio-economic population have used the term to mean parent participation in the process of education.

Federal funding from the U. S. Office of Education such as Title I, Head Start, Follow Through, and its stress on parent involvement has been the prime factor behind this new emphasis. It is the Office of Education's position that parent participation can improve the quality of an educational program and motivate the child.

Activities to evaluate the influence of parental involvement on student achievement in low socio-economic areas have been inconclusive or not available. School districts receiving funds from Title I and other compensatory programs are required to evaluate the extent to which parents are involved in the school program. This does not include relating the effect to student achievement.

The need for developing a tutorial model to evaluate the effects of parent involvement on student achievement has been of concern to many inner-city school districts. The necessity for this information has led to the following basic question: *What is the relationship between parental involvement and student achievement in low-income areas?*

A proposition basic to this study is that parental involvement will complement the school's efforts in developing a better educational environment for the child. Additionally, greater parental involvement will result in a more positive attitude toward the school.

HYPOTHESES

1. Given the training program for parents, the students in the experimental group will show a significant increase in achievement over the students in the control group.
2. Given the training program for parents, the parents in the experimental group will evidence a more positive attitude toward the school.

REVIEW OF THE LITERATURE

One of the major problems confronting school administrators today is that of parent involvement. In an effort to deal with this problem, many school districts and individual schools have instituted various programs to involve parents. The primary purpose of parent involvement programs has been to foster greater student achievement. The funding of these programs run the spectrum of federal, foundation and local funding. In some instances the principal is the primary person responsible for parent involvement programs, and in other instances a person is hired specifically for this function.

The New York Board of Education operated Project Reach-Out in 1972-73 as an enriched guidance service for potential dropouts. The project sought, by closer contact with the home, to improve pupil attitude, punctuality, and reading competence. In addition, it sought to make pupils and parents aware of those services available in school and community that would facilitate learning and maturity.[1]

A tutoring program for neurologically handicapped students

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[1] *New York City Board of Education, Project Reach-Out, 1972-1973, Final Report, 1973, pp. 51-57.*

was implemented in Columbus, Ohio to investigate the relationship between tutored children and non-tutored children found that: 1) the average grades of tutored students improved significantly in the five subject/skill areas at the completion of tutoring and continued to be higher after two years without tutoring; 2) the average grades of non-tutored students remained the same or decreased over the same time period; 3) no significant differences existed between the language centered approach and the unstructured approach; and 4) students whose parents were considerably aware of a disability were more likely to be successful than students whose parents were minimally aware of the disability.[2]

A parent participation project, described in a paper by David Elliott, illustrates the extension of teaching parents and older children. Project 88, so-called because of the 88 children who were involved during the first year of the project in 1969, is a parent participation project that included a kindergarten, a first grade, and an interage 4-5-6 combination at the Castro School in El Cerrito, California. Parent participation grew in the three years of the project beyond the Project 88 classrooms,

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[2] *Columbus Public Schools, Ohio, An Evaluation of the Columbus, Ohio Tutoring Program for Neurologically Handicapped Students, 1971, pp. 86-91.*

and it is felt that increased involvement will continue.[3]

A paper presented at the meeting of the American Educational Research Association in February of 1971 discussed a structured tutoring technique utilizing the services of parents and high school students. A study was carried out in Provo, Utah with ten children in each of six groups consisting of one control group, one with parent tutors, and one with student tutors. The tutors were given a manual of instructions and received a limited amount of training in one session lasting one hour. The tutoring lasted for six weeks during which time the child was taught naming, sounding, and blending of specific letters. In mean gain scores, the difference between the control and the treatment groups was significant, but there was no significant difference between the two treatment groups. A significant difference was found between the tutored and non-tutored groups for the sounding of letters and blending letters into nonsense words, but not for naming letters.[4]

In Cleveland an early reading assistance program was developed

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3 *U. S. Department of Health, Education, and Welfare, A Program of Enrichment Opportunities for Disadvantaged Children, Phase VIII, 1972-73, Project, 30-156, 1973, pp. 493-497.*

4 *Reba L. Keele, and Grant V. Harrison, The Effects of Parents Using Structured Tutoring Techniques in Teaching Their Children to Read (A Paper Presented at the Meeting of the A.E.R.A.), Chicago: Rand McNally and Co., 1971, pp. 18-21.*

and implemented by a non-profit citizens' organization funded by a Jennings Foundation grant to provide tutorial reading assistance for children in seventeen suburban Cleveland Public Schools. The volunteer tutors were mainly middle-aged, middle-class housewives with varied backgrounds. Statistical data is not available at this time; however, a subjective report indicates that the program is having some success.[5]

Educational volunteer management in recent years has emerged as a highly skilled and specialized profession that is undergoing rapid expansion. Full-time staff members have been employed by some Boards of Education to carry out the specialized management requirements of volunteer recruiting, training, evaluating, assigning, and supervising. A sound volunteer program requires: 1) a general statement of goals and objectives; and 2) a detailed statement of guidelines and procedures to achieve the goals and objectives. The caliber of those who are sought out and recruited is probably the most decisive factor in achieving a quality program. Recruitment must be followed by adequate orientation or training for the specific assignment. Strong support, encouragement, and enthusiastic appreciation on the part of school administrators and teachers are essential in keeping a volunteer program functioning.

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[5]*Cleveland Public Schools, Ohio, Early Reading Assistance: A Reading Tutorial Program, 1968, pp. 15-24.*

Earladeen Badger reported a study that hypothesized that mothers from a low socio-economic area could be trained by teachers to implement an infant tutorial program using their 1- 2-year-old children as subjects. The twenty mothers recruited were AFDC recipients or met the OEO poverty definition. Mothers agreed to attend a two-hour weekly class to learn teaching techniques to be applied at home. Study results showed that the infants made intellectual gains on the Stanford-Binet and ITPA. The study concluded that parents must be included in programs for the disadvantaged and that the time variable is crucial to attitude change since it was the second year before mothers developed the self-confidence to use at home what they had learned in class.[6]

An OEO sponsored project in Kansas City, Missouri with Head Start parents, concluded that there are indications that behavioral deficits in poor children can be minimized by providing their mothers with limited teaching and management skills using positive reinforcement.[7]

A study of the compensatory pre-school programs by the Early Education Program of Ypsilanti, Michigan reveals that these programs are thought to be most effective if both the mother and

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[6] *Earladeen D. Badger, "Mother's Training Program: The Group Process," Detroit Public Schools, July, 1969, pp. 24-25.*

[7] *Office of Economic Opportunity, The Juniper Gardens Parent Cooperative Nursery: Final Progress Report for OEO CAP Grant CG-8474 A/O, 1968, p. 37.*

the child are involved. The Ypsilanti program includes, besides four half-day school sessions, a one and one-half hour tutorial session every other week in the child's home by the teacher. At this session, the mother is to be present and, hopefully, participating.[8]

In New Haven, Connecticut, community parent tutors in reading help inner-city students with reading problems and involve the previously unreachable parents who, it has been found, are necessary to reinforce reading skills at home.[9]

An article in Exceptional Children by Regal and Elliott indicates that parent tutoring was found to be effective in raising the academic performance of elementary children, and of particular benefit to emotionally disturbed children (affluent or disadvantaged) and to children from depressed areas.[10]

It seems quite clear that despite the monumental task of involving parents in the school to effect an increase in achievement, great strides are being made to accomplish the task. School

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8*Norma Radin, "The Role of Socialization and Social Influence in a Compensatory Preschool Program," Ypsilanti Public Schools, Michigan, November, 1967, p. 17.*

9*"Reaching the Unreachable: Community Tutors in Reading Program Involves Both Parents and Kids," School Progress, 42, No. 3, March, 1973, pp. 41-43.*

10*Jacob Regal and Raymond N. Elliott, "Clearing House: A Special Program for Special Education," Journal of Exceptional Children, 38, No. 1, September, 1971, pp. 67-68.*

districts across the length and breadth of this nation are making serious attempts to gain the support of parents in helping to improve the achievement of their children. Hopefully, this trend will be a continuous one rather than a passing fancy that is trying to address itself to accountability. Moreover, it is terribly clear, at least to this writer, that the schools need the parents, and the parents need the schools.

DESIGN OF THE STUDY

The central focus of the study dealt with teaching parents tutoring skills so that they may help raise their children's academic achievement in reading and mathematics. To accomplish this task the practitioner implemented a practicum design which consisted of three parts: 1) sample used for the practicum; 2) instrumentation for the practicum; and 3) objectives and analyses of these objectives.

The sample used for the practicum was a random selection and assignment of one hundred parents from a group of some six hundred parents who indicated that they desired to participate in a project which would help them to raise their children's academic achievement in reading and mathematics. The first fifty of these six hundred were randomly assigned to the experimental group, and the second fifty randomly assigned to the control group. Those children whose parents were assigned to the experimental group became the experimental pupils' group. Those children whose parents were assigned to the control group became the control pupils' group.

The instrumentation for the collection data for the practicum was an attitude survey which was used to pre- and post-test the two parent groups to measure the attitude changes of the parents

during the course of the practicum. A questionnaire was administered to the parents for data on success of the training program in teaching them to become tutors. Pre- and post-test scores in reading and mathematics, utilizing the Dade County Systems Assessment Program, were used to measure student progress.

The objectives of the practicum were evaluated in the following manner:

OBJECTIVE #1 - develop a series of training modules which will teach parents to tutor their children.

Objective #1 was evaluated by the physical reality of the training modules developed for the training program. These training modules were reviewed by teachers in the field for their ability to teach parents how to become tutors in reading and mathematics. Revisions were made on the modules, prior to their use with parents, based on the feedback received from the teachers reviewing them. The modules were then submitted for final review before they were used in the training program.

OBJECTIVE #2 - train fifty selected parents, using training modules, to become tutors of their children.

Objective #2 was evaluated by the verification of the observers that the training program actually took place. The pre- and post-data of the parent questionnaire was analyzed to determine the success of the training program.

OBJECTIVE #3 - develop a handbook for parents to use in tutoring their children.

Objective #3 was evaluated by the physical reality of a handbook for parents. The handbook was developed by the practitioner and submitted to a panel of parents for scrutiny and review prior to revision. The revision for the final draft of the handbook was based on the input received from those parents who reviewed it. Prior to finalizing the handbook, it was resubmitted to the panel of parents for final acceptance.

OBJECTIVE #4 - develop a more positive attitude in parents toward the school.

Objective #4 was evaluated using an instrument designed to measure attitude changes of parents on a pre-test and post-test basis. A T-test was used to test for significance of differences between means where population variances are assumed to be equal.

OBJECTIVE #5 - compare the achievement in reading and mathematics of those pupils whose parents were trained in the tutoring program with those pupils whose parents were not trained.

Objective #5 was evaluated using the Dade County Systems Assessment Program in reading and mathematics to administer a pre-test and post-test to pupils in the experimental and control groups. An analysis of covariance was used to analyze the data using the pre-test as the covariant.

OBJECTIVE #6 - acquire a commitment from the local district to implement the tutorial program.

The evaluation of objective #6 was a letter of commitment from the Dade County Public Schools administration to implement the tutorial program in the school district.

CHAPTER I

The practicum was conducted, with permission of the North Central Area Office, in three elementary schools in the Model City of Dade County Florida: Holmes Elementary, Martin Luther King Primary and Primary School "C". This location was selected because it represents a tri-ethnic population of blacks, whites, and Spanish surnamed.

In early September, 1974, the practitioner met with the principals of the target schools to establish plans for the implementation of the practicum. It was decided at this meeting that a survey should be administered to the parents of those pupils who were performing below grade level in reading and mathematics. Pupils falling into this category from the three schools numbered approximately six hundred.

The latter part of September through the middle of October was spent meeting with resource persons in planning and developing the training modules to be used in the training sessions to teach parents to be tutors.

The active phase of the practicum began the first week in November. The major focus of the practicum was to: 1) develop a series of training modules which would teach parents to tutor their children; 2) train fifty selected parents, using training

modules, to become tutors of their children; 3) develop a handbook for parents to use in tutoring; 4) develop a more positive attitude in parents toward the school; 5) compare the achievement in reading and mathematics of those pupils whose parents were trained in the tutoring program with those pupils whose parents were not trained; and 6) acquire a commitment from the local school district to implement the tutorial program.

Prior to the beginning of the training, a survey was administered to parents of the target schools to determine the degree to which they felt competent to tutor their children. From a group of some six hundred parents who indicated that they felt incompetent to tutor their children, a group of one hundred was randomly selected and assigned to the sample group for the practicum. The first fifty of these one hundred were randomly assigned to the experimental group, and the second fifty were randomly assigned to the control group.

The children whose parents were in the experimental group became the experimental pupils' group. The children whose parents were assigned to the control group became the control pupils' group.

Pupils in the experimental and control groups were pre-tested using the Dade County Systems Reading and Mathematics Assessment Program. In addition, the parents of the two groups were administered the parent attitude survey as a pre-test.

The month of December was spent identifying the teacher/trainers and developing the training sequence with the trainers. The training modules for the practicum were developed by the practitioner with assistance from Mrs. Nettie Dove, Coordinator of Staff Development, and Dr. Lee Pugh, Project Manager of the School Advisory Project, Dade County Schools. Mrs. Suzan H. Hess and Mrs. Christell I. Roach were selected to conduct the training sessions under the direction of the practitioner. The training sessions were conducted over an eighteen-week period, for two hours per week, at Holmes Elementary School.

The training sessions began the second Wednesday in January. The trainers implemented the following design under the direction of this writer. The first three weeks of the training program was devoted to helping parents to get a mental set about the process of tutoring; providing an opportunity for the parents to examine and utilize their natural abilities to teach and create materials; and establishing an atmosphere in which the parents could freely exchange thoughts about tutoring.

During the three-week pre-service phase of the training program, a firm commitment was asked for and received from the trainees to attend every session and work with their children at home. Classroom teachers of children in the experimental group were asked to cooperate with the practitioner in insuring that

the children received homework assignments in the areas of reading and mathematics.

The second phase of the training program was directed to "hands on" types of activities during the in-service training and tutor remediation phase. During the operation of the practicum, the first hour of each session was devoted to the development of skills in reading and mathematics. The second hour was designed to remediate and resolve problems encountered in the tutoring sessions at home and materials construction. The sessions were activity oriented and included the following activities: workshops, role playing, presentation of materials created by the parents, materials development and planning, and log keeping.

An integral part of the training program was the visitations to observe the trainees working with their children and telephone conferences to determine the degree of success being achieved by the parents. Since the target area was so compact, visitations were scheduled two per afternoon. It was observed that the parents vigorously and enthusiastically pursued their tutoring activities in their homes. The telephone conferences proved meaningful because they were designed to give the parents immediate suggestions in resolving problems without waiting until they came to the sessions.

The final training session was conducted on May 14.

At the final session parents were presented certificates of completion of the tutorial program and administered the post-test of the attitude survey. This session was also used to laminate instructional materials developed by the parents. .

With the conclusion of the training sessions, the experimental and control pupils' groups were administered the post-test utilizing the Dade County Reading and Mathematics Assessment Program. The parents who participated in the training program were also administered a program evaluation instrument.

CHAPTER II

The two major hypotheses of the project were: 1) Given the training program for parents, the students in the experimental group would show a significant increase in achievement over the students in the control group; and 2) given the training for parents, the parents in the experimental group will evidence a more positive attitude toward the school.

The analysis of the data relative to hypothesis #1 is discussed in objective #5. The analysis of the data relative to hypothesis #2 is discussed in objective #4.

OBJECTIVE #1 - develop a series of training modules which will teach parents to tutor their children.

A series of training modules were developed which will help train parents to tutor their children. The training modules were reviewed by a panel of parents and teachers. The panel made the following recommendations which were used to revise the training modules prior to their use:

1. Include more activities for parents to participate in during the training sessions.
2. Provide follow-up activities to be done at home that would reinforce concepts developed in training sessions.
3. Provide opportunities for parents to work cooperatively on activities.

The revision, final draft and implementation of training modules reflects the successful accomplishment of objective #1.

OBJECTIVE #2 - train fifty selected parents, using training modules, to become tutors of their children.

Parents were trained using the training modules during the months of January through May. The training sessions consisted of instruction one day per week for two hours. The topics consisted of a variety of concepts in reading and mathematics that were designed to give the parents a general understanding of basic skills. *(See Appendix "B".)*

The parents who attended the training sessions responded to a Parent Questionnaire designed to determine parents' reactions to the tutorial program. The questionnaire contained twenty items with five choices per item. The choices ranged from 1-Strongly Agree to 5-Strongly Disagree. For the purpose of analysis, the weighted responses were reversed so that the higher scores reflected agreement and the lower scores showed disagreement by parents. The highest score a parent could receive was 100, and the lowest was 20. The scores ranged from 72 to 100 with a mean of 91.2 and a standard deviation of 5.276. The data indicates that the parents were in agreement with the items on the questionnaire. Based on the data, the training sessions were judged to be successful.

OBJECTIVE #3 - develop a handbook for parents to use in tutoring their children.

A handbook of suggested activities that parents could use as a guide to tutor their children in reading and mathematics was developed. The handbook was submitted to a panel of parent for reactions and suggestions for improvement. The panel made the following recommendations which were used in the revision:

1. Delete several activities that were difficult to implement.
2. Revise activities that required the purchasing of items not already in the home.

The final revision of the handbook was approved by the parent panel and is included in Appendix "C". The development, revision and approval of the handbook satisfies objective #3.

OBJECTIVE #4 - develop a more positive attitude in parents toward the school.

The parents who attended the training sessions were asked to respond to a Parent Attitude Survey which consisted of twenty-five items. The survey listed a series of statements about the parents' children. Parents were asked to rate each statement as Agree, Disagree, or Uncertain. *(See Appendix "A".)*

The design used to measure this objective was a one-group pre-test -- post-test design. In a "before-and-after" type of experiment there is a natural pairing of the data by subject.

The matched pair t-test will determine whether the mean of the differences in readings is significantly different from zero. When using the matched pair T-test, the data must be arranged so that the variables being compared have matched pairs of values. In any case where the values are not matched (*for example, a missing value for one of the variables*), the case is skipped over. The matched pair T-test may be used between groups of unequal population variance, but care must be taken to always have the data paired up in the correct manner. *(See Table 1.)*

TABLE 1

Matched Pair t-Test -- Within Group

	Mean	Standard Deviation	N	Min.	Max.	Range
Pre-Test	49.26	4.139	50	37	59	22
Post-Test	58.08	1.514	50	52	59	7

The mean of the pre-test was 49.26 with a range from 59 to 37. The mean of the post-test was 58.08 with a range from 52 to 59. A t ratio was computed based on the following formula:

$$t = \frac{\bar{x} \text{ post} - \bar{x} \text{ pre}}{S\bar{x}}$$

where $\bar{x}$ post - $\bar{x}$ pre is the mean difference and $S\bar{x}$ is the standard error of the mean. The t ratio equalled 15.1409 with 49 degrees of freedom. This value is significantly different from zero at the .001 level, therefore, the objective was accepted.

OBJECTIVE #5 - compare the achievement in reading and mathematics of those pupils whose parents were trained in the tutoring program with those pupils whose parents were not trained.

Pupils of parents in the experimental group and control group were given a pre-test and post-test in reading and mathematics utilizing the Dade County Reading and Mathematics Systems Assessment Program. *(See Appendix "C".)* An analysis of covariance was used to analyze the data using the pre-test as the covariant. The analysis of covariance is designed to insure that the results observed may be attributed, within limits of error, to the treatment variables and to no other casual circumstances.[1] Basically, the analysis of covariance is a procedure for estimating values of the

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[1] *George A. Ferguson, Statistical Analysis in Psychology and Education, 1966, p. 326.*

slopes of the regression line $\beta y \cdot x$, adjusting the y means to remove the linear effects of x and then comparing the adjusted means for evidence of treatment effects.

Table 2 indicates that the F value is not significant, therefore, the slopes of the regression lines are equal.

Table 3 indicates that the post-test means for reading were significantly different at the .001 level, therefore, it can be concluded that those pupils who received the tutoring scored higher than pupils who did not receive tutoring.

Table 4 indicates that the F value is not significant, therefore, the slopes of the regression lines are equal.

Table 5 indicates that the post-test means for mathematics were significantly different at the .001 level, therefore, it is safe to conclude that those pupils who received tutoring at home scored higher than those pupils who did not receive tutoring at home.

TABLE 2

Equality of Regression

Reading

Source	ss	Df	ms	F	p
Within	75.24	96	.784		
Regression	.579	1	.519	.662	.418

TABLE 3

Results of Analysis of Covariance

Reading

Source	ss	Df	ms	F	p
Within Cells	75.763	97	.781		
Regression	443.437	1	443.437	567.737	.001
Error	11.726	1	11.726	15.013	.001

TABLE 4

Equality of Regression

Mathematics

Source	ss	Df	ms	F	p
Within Cells	122.369	96	1.275		
Regression	1.728	1	1.728	1.356	.247

TABLE 5

Results of Analysis of Covariance

Mathematics

Source	ss	Df	ms	F	p
Within Cells	124.097	97	1.279		
Regression	265.903	1	265.903	207.841	.001
Error	79.991	1	79.991	65.525	.001

OBJECTIVE #6 - acquire a commitment from the local district to implement the tutorial program.

The draft of the complete practicum report and its results was presented to Dr. Lee Pugh, Project Manager, Dade County School/Community Participation Project. A complete discussion of the findings of the project took place as well as the prospect of implementing the project within the district. The letter of commitment from Dr. Pugh satisfies this objective. *(See Appendix "D".)*

SUMMARY

The relevant data gathered during the study tends to support the two major hypotheses that, 1) given the training program for parents, the students in the experimental group would show a significant increase in achievement over the students in the control group; and 2) given the training program for parents, the parents in the experimental group would evidence a more positive attitude toward the school. Both hypotheses were accepted with significance at the .001 level.

It appears, from the data collected, that each of the objectives of the study was met successfully. This leads this writer to conclude that the project was successfully planned, implemented and investigated. The degree of significance to which the students who were tutored were different from those students who were not tutored, clearly points out the fact that where parents are involved in their children's education, achievement will show a marked increase.

It is hoped and believed that the project has beneficial value. Specifically, the beneficial value of the practicum to the school district is that Dade County Schools will be able to implement the tutorial training program model in its schools to foster greater parent involvement and higher achievement among students in economically disadvantaged urban schools of the district.

APPENDIX "A"

(Instrumentation)

PARENT ATTITUDE SURVEY*

DIRCTIONS: This survey lists a series of statements about your child's school. Read each statement carefully and decide whether you Agree, Disagree, or are Uncertain about the statement. If you Agree, circle the letter "A" for that statement. If you Disagree, circle the letter "D" for that statement. If you are Uncertain, circle the letter "U" for that statement. PLEASE ANSWER EACH STATEMENT.

1.	There is no one in my child's school that I could go to with a problem.	A	D	U
2.	I am proud that my child attends this school.	A	D	U
3.	There are not enough social activities at this school.	A	D	U
4.	I would rather my child go to this school than another one.	A	D	U
5.	I do not want to change anything at this school.	A	D	U
6.	No one seems to understand my child at school.	A	D	U
7.	If I were a teacher, I would want to teach in this school.	A	D	U
8.	Most of the parents at this school like it here.	A	D	U
9.	I feel what my child learns in school will help him/her when he/she grows up.	A	D	U
10.	Most of the parents are not very interested in school activities.	A	D	U
11.	The teachers here have enough time to help.	A	D	U

**Adapted from the Dade County Public Schools Morale Attitude Survey.*

12.	I am not interested in most of the activities at this school.	A	D	U
13.	The things my children learn are a waste of time.	A	D	U
14.	If my child does not do his/her school work, no one really cares.	A	D	U
15.	I think parents should know how to help their children with their homework.	A	D	U
16.	My child can learn more important things outside of school than inside.	A	D	U
17.	Generally speaking, this school is a comfortable place in which children can learn.	A	D	U
18.	I am proud of the way this school building looks.	A	D	U
19.	The people at this school make my child feel like they want him/her to learn.	A	D	U
20.	My child is usually allowed to take classroom books home when he/she wants to.	A	D	U
21.	I know how to help my child with the work he/she has at school.	A	D	U
22.	The principal will contact the parent for reasons other than discipline.	A	D	U
23.	The school staff makes parents feel welcome in the school.	A	D	U
24.	The school has many different materials to help children learn.	A	D	U
25.	The school is open to ideas and suggestions from parents.	A	D	U

EVALUATION QUESTIONNAIRE

DIRECTIONS: This questionnaire is designed to find out your reactions to the tutorial program that you have been involved in. Read each statement carefully and decide how you feel about each one. Circle the number corresponding to the way that you feel: 1 Strongly Agree; 2 Agree; 3 Uncertain; 4 Disagree; 5 Strongly Disagree.

---

1. The program helped you to gain many useful ideas on tutoring your child.

   1 2 3 4 5

2. Opportunities were provided to make and use materials.

   1 2 3 4 5

3. The training atmosphere was one in which parents were free to exchange thoughts.

   1 2 3 4 5

4. Opportunities were provided for role-playing.

   1 2 3 4 5

5. The training provided for the sharing of materials and ideas.

   1 2 3 4 5

6. Time was allocated for work on the interests and educational problems of parents.

   1 2 3 4 5

7. Conferences were held to determine how the home tutoring sessions were progressing.

   1 2 3 4 5

8. Materials were provided by the school to use in creating activities at home.

   1 2 3 4 5

9. The training sessions helped you to better understand your child's educational problems.

1 2 3 4 5

10. The trainers were very interested in helping parents to understand the activities that were presented.

1 2 3 4 5

11. The time allocated for each training session was sufficient for understanding the materials presented.

1 2 3 4 5

12. The child's classroom teacher was helpful in providing additional materials to help with the home tutoring sessions.

1 2 3 4 5

13. This program should be on-going and should include more parents.

1 2 3 4 5

14. While you were helping your child to learn, you learned in the process.

1 2 3 4 5

15. The training program helped me to better understand how important it is for the home and the school to work together.

1 2 3 4 5

16. If given the opportunity, you would participate in another program to help your child improve in school.

1 2 3 4 5

17. As a result of participating in the training program, you were able to see improvement in your child's work.

1 2 3 4 5

18. You are better prepared to help your child with his/her work than you were when you started in the program.

1 2 3 4 5

19. The training program gave you an opportunity to see how your child's education is important for the present and future.

1 2 3 4 5

20. This is a program that you would recommend to your friends and neighbors.

1 2 3 4 5

DADE COUNTY'S SYSTEMS APPROACHES
to
READING AND MATHEMATICS INSTRUCTION

Dade County's Systems Approach to Reading and Mathematics is an instructional assessment/management structure which provides for the acquisition of appropriate reading and mathematics skills by individual pupils. Systems includes an organized series of skills stated as performance objectives, assessment tests to indicate mastery of these objectives, and instructional materials and procedures designed to teach the identified skills which individual pupils require in order to achieve mastery of the objectives. Systems is really two programs, Dade Reading Systems and Dade Mathematics Systems.

Dade County Reading Systems

This system includes provisions for the testing of both decoding (work attack) and comprehension skills. It contains decoding and comprehension objectives which are assigned to categories and are assessed in pupil assessment booklets. Placement tests are available also, one for decoding and one for comprehension. In addition to the pupil assessment materials referred to above, the following reading systems components are included: 1) a teacher's manual; 2) keycoded reference catalogue; 3) individual

pupil profile cards; 4) a group profile record book; 5) answer booklets; 6) two administrative manuals; and 7) a set of teacher training modules.

Dade County Mathematics Systems

The State of Florida within its State Assessment Project, developed a set of objectives K-12, which provided basic guidelines for mathematics instruction within the state. Those objectives were adopted by Dade County as the objectives for its math systems program. Further, in order to make the objectives which span K-8 more manageable, the objectives were placed in twenty-eight developmental levels and cover the complete span of mathematical concepts.

Dade Mathematics Systems, like the Dade Reading Systems, contains diagnostic placement tests, student profile instructional prescription sheets, keycoded references to instructional materials for developing specific skills, administrative manuals, and teacher training modules.

APPENDIX "B"

(Training Modules)

MODULE 1

Objective:

Given two reading diagnostic instruments, the learner will learn to administer them correctly.

Materials:

assorted basal texts	tape recorder
newspaper	activity sheets
library books	overhead projector
comic books	transparencies

Activities:

1. Discuss the importance of determining what problems the child is having:
   a) oral/silent
   b) vocabulary
   c) decoding
   d) comprehension
2. Listen to a recording of a child reading. (No explanation.)
   a) show a transparency of what the child read and review it with the parents. Explain what an Individual Reading Inventory (I.R.I.) is and how to contruct one from a basal reader.
   b) listen to the tape recording again and mark the errors on the transparency.
   c) explain what the errors on the transparency mean.
3. Distribute a list of Dolch Common Nouns. Discuss how they can be used:
   a) to identify words that are not known

b) to teach new words
c) to help parents to become familiar with important vocabulary for the child

4. Demonstrate how to administer a diagnostic instrument.

Suggest materials to use if no reading book is available:

a) newspaper
b) comics
c) magazines
d) library books

Assignment:

Administer diagnostic test to your child and record results. Bring results to next meeting.

MODULE 2

Objective:

Given a variety of experiences in techniques in reading assessment, the parents will become familiar with strategies for reinforcing decoding skills taught at school and gain experiences in techniques of motivating children to utilize good reading habits.

Materials:

vowel rule charts (vcv vccv c+le)

practice handout

basal readers

Activities:

1. Review last week's lesson and discuss problems encountered in administering the diagnostic instrument.
2. Explain the rationale for diagnosis.
3. Use chalkboard to establish the following typical mistakes:
   a) skipping words
   b) omitting punctuations
   c) reversals
   d) adding words
   e) substitutions
   f) transposing words
   g) dropping endings
   h) adding endings
4. Develop a list of good techniques to encourage reading:
   a) be positive
   b) do not over praise
   c) establish uninterrupted time for reading

5. Review Dolch words, sight words, and association words.

6. Explain and introduce decoding as an essential skill.

Assignment:

Observe your child reading to determine typical mistakes that are being made. Record mistakes for discussion in next training session.

MODULE 3

Objective:

Given orally words with the CVC spelling pattern, the learner will identify the correct spelling.

Materials:

index cards

felt markers

magazines

Activities:

1. Review sounds of single consonants in initial and final position.
2. Review short vowels. (Individualize to meet needs, according to the assessment. Work on discrimination between the sounds of short i and short e.)
3. Have each parent make a set of letter cards. He should make two little cards for each letter. These should be placed in envelopes and used with the lesson. Dictate words and have the parents form them with the cards on their desks. See if they can form new words by changing a vowel or consonant.
4. Make picture cards for words using CVC spelling pattern. Write the word on the reverse side of the card. Have the parents select cards and spell the words. They can correct

themselves by turning the card over. They may create games using these cards.

Assignment:

Use the following sentences for paper and pencil practice. Use each word in a complete sentence, but have the child write *only* the words:

1. *dim* The light is very *dim*.
2. *zag* Zig and *zag* down the street.
3. *wax* I will *wax* the table.
4. *sit* *Sit* down in your chair.
5. *Ken* *Ken* is my friend.
6. *jet* Look at the *jet* plane.
7. *hum* We will *hum* a tune.
8. *cap* She wore a *cap* on her head.
9. *fog* It is hard to see in the *fog*.
10. *van* He drove in a *van*.

MODULE 4

Objective:

Given words with the CVC spelling pattern using digraphs initial positions, the learner will identify the correct spelling.

Materials:

index cards

paper clips

felt markers

envelopes

Activities:

1. Write words representing all of the initial digraphs on the chalkboard, and elicit from the parents the spelling of these initial sounds. Explain that sometimes two consonants together in a word create a new single sound. These are called digraphs (*e.g.* sh, ch, th, wh, ph).
2. Have the parents make a card for each digraph to add to their collection. In addition to spelling by manipulating the letter cards, the following activity may be used.

   Prepare picture cards for words such as the following to represent initial digraph sounds. (The word may be written on the back for self-checking.)

three	chain	shovel	whale	phone
throat	cherry	shoe	wheel	photo
thumb	chick	shell	whip	pheasant
thimble	chin	shawl	whistle	pharmacist

3. Place five digraph cards in a horizontal row on a desk. Have a parent select a picture card, identify it, and place it under the proper digraph card. Have the parent continue to select cards until all of them are categorized. This may be done independently or as a small-group activity.

Assignment:

Dictate one-syllable words with initial digraphs. Use each in a complete sentence, but have the child write only the words:

1. *chin* Put your hand on your *chin*.
2. *thin* He is very *thin*.
3. *ship* The *ship* is in the port.
4. *chip* He will *chip* the wood.
5. *shed* Put the rake in the *shed*.
6. *when* *When* can we go?
7. *that* *That* is my book.
8. *Phil* *Phil* is short for Philip.

MODULE 5

Objective:

Given words with the (C) CVC spelling pattern using digraphs, trigraphs, and double consonants in final position, the learner will identify the correct spelling.

Materials:

none

Activities:

1. Write the following words on the chalkboard. Review the digraphs as presented in Module 4. Lead the parents to discover that consonant digraphs and trigraphs may occur at the end of words:

   mash rich ring think watch graph

2. Write Rick, rack, lock, deck, and Chuck on the chalkboard to demonstrate that ck is used to spell the "k" sound after a short vowel in a one-syllable word.
3. The parents may do an exercise such as the following, to reinforce this concept:

   Draw a line under the letters that have the "k" sound:

   a) cat d) sack
   b) kit e) cut
   c) back f) sick

4. In the same manner as above, elicit from the class the fact that some consonants are doubled at the end of a one-syllable word that contains a short vowel. There is no set rule for doubling, but parents should be aware of this spelling pattern. (Many times s, z, l, and f when it does not have the sound of "v" are doubled.)

muff miss buzz fill

Some other letters that may be doubled are g, d, and t:

egg add odd mutt

Assignment:

Have the child write the following headings on his paper and list under each heading words that end with the designated letters:

-sh -th -tch

-ng -nk -ll, -ff, -ss, -zz

MODULE 6

Objectives:

Given words with the (C) CCVC spelling pattern or (qu) VC spelling pattern, the learner will correctly identify the spelling.

Materials:

consonant blend cards

dictionaries

Activities:

1. Review sounds for the following initial consonant blends: sk, sc, bl, cl, fl, gl, pl, sl, br, dr, fr, gr, tr, sm, sn, st, sw, str, spl, scr, thr, sp, tw, pr, cr, spr, shr, squ.

   Explain that a blend is made up of two or three consonants that blend together but retain their individual sounds. Have the parents listen carefully to all of the sounds as you call out words following the (C) CCVC pattern. They may write the blend on paper. Have them check themselves after each blend is written.

   Explain that qu is not a consonant blend, and that the letter q must always be followed by the letter u in a word. The two letters usually have the "kw" sound as in quit, quill.

2. Prepare a set of cards, one for each consonant blend and one

for qu. Divide the class into two teams. A parent from one team stands at the chalkboard. A parent from the other team then selects a card. He must supply a word beginning with the designated letters. The first parent must write the consonant blend or qu on the chalkboard. Each parent has an opportunity to score one point for his team. Have the two parents change places and continue as above. Proceed in this manner until each parent in the group has had an opportunity to participate.

3. Have the parents consult a dictionary to find words that begin with consonant blends and qu. They must use the words in sentences.

Assignment:

Dictate to the child one-syllable words that have short vowels and that begin with consonant blends or qu. Use each word in a complete sentence, but have the child write only the word:

1. *skim* — He will *skim* over the water.
2. *scab* — I have a sore with a *scab*.
3. *blot* — *Blot* up the spilled water.
4. *clam* — The *clam* went along the beach.
5. *flip* — *Flip* to the next picture.
6. *glass* — Take a *glass* of water.
7. *plum* — I like to eat a *plum*.
8. *sled* — I had a *sled* when I lived up north.
9. *brush* — I will *brush* my teeth.
10. *string* — Please tie the *string*.

MODULE 7

Objective:

Given the words with the CVCC spelling pattern using blends in the final position, the parent will correctly identify the spelling.

Materials:

letter cards cigar or shoe box

Activities:

1. Review sounds for the following final consonant blends: nd, st, nt, mp, sk, sp, ld, lp, lk, lt, ft, pt, ct, lm. Have the parents practice listening for the individual sounds. You may dictate words and have them write only the final blend.
2. Have the parents use their letter cards to form words that end with the consonant blends. Ask the parents to work with nd first, and write their words on the chalkboard (hand, band, land, sand, find, kind, mind, bond, fond, etc.). Continue in the same manner with the other final blends.
3. The parents may play a game called "Hidden Treasure." The teacher writes words with final consonant blends on slips of paper. She folds each in half and puts it into a "treasure chest" (parents may make this out of a shoe box). A parent picks a slip of paper from the chest, hands it unseen to the

teacher or another parent, and tries to spell the word as it is read to him. If he succeeds, he gets to keep the word slip as the "treasure." If he misspells a word, he may study it, put it back in the chest, and try again. The parent tries to see how many "treasures" he can collect.

Assignment:

Play the "Hidden Treasure" game with your child.

MODULE 8

Objective:

Given words with the CV spelling pattern, the parent will identify the correct spelling.

Materials:

none

Activities:

1. Place the following words on the chalkboard. Elicit from the parents that a single vowel at the end of a one-syllable word usually has the long vowel sound, and that the y following a consonant at the end of a one-syllable word often takes the long sound of i as in my.

   he she me go so no

   hi my by shy why

2. Have the parents play the game "Girl and the Crocodile" to practice spelling words with CV patterns. On the chalkboard draw a stick figure girl and have her connected to a tree with five ropes. Draw five waves and the head of a crocodile beyond them. Choose one team to be the girl's team and one to be the crocodile's team. Call out words, one at a time, for the teams to spell. Each time a member of the girl's team misspells a word, one of the waves that protect the

girls from the crocodile is erased. Each time a member of the crocodile's team misspells a word, one of the ropes is erased. If the five ropes are erased first, the girl is freed and escapes from the crocodile's reach. If the five waves are erased, the crocodile reaches the girl and devours her. A time limit may be set for ending the game.

Assignment:

Dictate sentences such as the following, that include words with a final long vowel, and have the child write the complete sentences:

1. He can go with me.
2. She is shy.
3. We can be on time.
4. My dog is so fat.

MODULE 9

Objective:

Given words with the (C)VCe spelling pattern, the parent will identify the correct spelling.

Materials:

letter cards

Activities:

1. Place words with CVCe and VCe patterns on the chalkboard, and have the parents discover the long sound of the vowel. Have them listen carefully as you dictate words. (The letter u may have the sound "ü" as in flute.)
2. Write the word cap on the chalkboard, and have a parent pronounce it. Write the word cape next to the first word, and elicit from the child how the "magic e" changes the vowel from the short sound to the long sound. (Only one consonant may separate the e from the other vowel.) Continue in the same manner with the following words:

mop	rat	dim	tub	bit	cub	hid	can
mod	tam	Sam	Jan	kit	hit	rip	pip
pin	Tim	us	at	rob	fin	cut	

Assignment:

Place about six objects on a table. Give the child about

ten seconds to look at the table. Cover the objects with a cloth, and have the child write down as many of the objects as he can remember. Objects such as the following may be used:

tape, tube, fuse, kite, cube, rake, lime, mule, cane.

MODULE 10

Objective:

Given words with the CVVC spelling pattern, the parent will correctly identify the spelling.

Materials:

letter cards

Activities:

1. Place the following words on the chalkboard. Lead the parents to discover that two vowels together usually spell a long vowel sound and that the first vowel has the long sound and the second vowel is silent:

   rain feet heat goat suit

2. Have the parents practice forming words by manipulating letter cards. Review homonyms along with spelling. The following are suggestions:

meet	mail	pale	road	beet	sail	fare
meat	male	pail	rode	beat	sale	fair
main	week	tail	heel	pane	hear	dear
mane	weak	tale	heal	pain	hair	deer

Assignment:

Dictate the following words to your child. Pronounce the word, use it in a sentence, and then repeat the word. The child

writes only the words on his paper:

1. *meet* *Meet* me at noon.
2. *seat* Take a *seat* in the room.
3. *rain* Stay out of the *rain*.
4. *road* The *road* is steep.
5. *suit* He has a new brown *suit*.

MODULE 11

Objective:

Given words with soft or hard sounds of g and c, the learner will identify the correct spelling.

Materials:

none

Activities:

1. Write the following words on the chalkboard. Elicit from the parents that the letter c may have either a hard or soft sound. Explain the c followed by e, i, or y usually has the soft sound, which is "s", and that c followed by a, o, or u usually has the hard sound, which is "g":

   gem gin gyp age game got gun

3. Write the following words on the chalkboard to demonstrate some common exceptions in regard to the hard g sound which need to be memorized:

   girl give get

Assignment:

Dictate the following words to your child. Pronounce each word, use it in a sentence, and then repeat the word. The child writes only the words on his paper:

1. *goat* The *goat* ate the grass.

2. *cage* Close the *cage* so the bird won't get away.

3. *city* We will go to the *city*.

4. *came* He *came* to town.

5. *gate* I will walk to the *gate*.

6. *gym* We will play basketball in the *gym*.

MODULE 12

Objective:

Given examples of how to use a local newspaper to help children improve their comprehension and decoding skills, parents will be able to use some of the ideas with their children and bring the results to class.

Materials:

ditto sheet of ideas

Activities:

1. Pass out an activity that was completed by a child using the newspaper.

   Ask parents to look at their activity and try to determine what the child had been asked to do. As parents begin to discuss the activities, ask the parents to see how many new ideas they can create to accompany the activity.

2. Discuss ways which the parents can use the newspaper to help the child in comprehension and decoding.

3. Ideas to share with parents:

   a) Cut out a cartoon from the paper and mix up the pictures. Ask the child to put the cartoon in the correct order.

   b) Let the child cut out all the words he knows from the paper (large type) and paste them on a sheet of paper.

Variations: cut out compound words

cut out words in alphabetical order

cut out words that rhyme

c. Let the child cut individual letters to make words that he knows.

Variations: make vocabulary words

make a letter

4. Choose a large picture (from the Sunday paper) paste it on a piece of cardboard or heavy paper. Cut the picture into large pieces to make a puzzle.

Assignment:

Try some of the ideas presented with your child and discuss the results at the next meeting.

MODULE 13

Objective:

Given a sample of four types of comprehension questions, the parent will be able to use the examples with other stories to help their children become more aware of what they read.

Materials:

Weekly Reader practice comprehension tests

ditto of "good techniques for questioning"

Activities:

1. Explain the importance of comprehension.
2. Read the first comprehension story from the Weekly Reader test and give the questions. Ask parents to decide what type of question it is: vocabulary inference, generalization or detail.
3. Present some good techniques for questioning:
   a) ask some simple recall or fact questions;
   b) ask the four "W's" (who, what, where, and when);
   c) question word meanings;
   d) ask about the sequence of events; and
   e) vary the type of questions you ask.

Assignment:

Use the News Trails Diagnostic Test from the Weekly Reader with your child.

MODULE 14

Objective:

Given a set of questioning techniques and a list of ideas for questioning in the four areas of comprehension, (detail, vocabulary, generalization, and inference), the parents will be able to apply what they have learned.

Materials:

ditto on questioning techniques

samples of books and materials

Activities:

1. Ask for comments on the Weekly Reader diagnostic test.
2. Describe in depth each category:
   a) detail - asks the child to remember a specific fact that was mentioned in the selection
   b) vocabulary - asks the child about isolated words or phrases from the selection such as definition, type of word, rhyming, comparing two words, etc.
   c) generalization - asks the child to use given information and come up with a logical generalization about it
   d) inference - asks the child to draw a conclusion from a limited amount of information; read between the lines.
3. Give each parent a book. Ask the parents to read a page and

try to come up with one question and tell which category of comprehension it falls under.

Assignment:

Take home a book and bring it back with questions jotted down that will help with comprehension.

MODULE 15

Objective:

Given materials and ideas, the parents will be able to make reading games and materials that will help them implement the skills and techniques discussed during the past fourteen weeks.

Materials:

folders	paste
scissors	yarn
staplers	rulers
felt markers	magazines
clips	brads

Activities:

1. Show examples of teacher-made games and materials that are used. Explain the purpose of each.
2. Assist parents in making reading games and materials.
3. Present certificates of completion.

MATHEMATICS - MODULE 1

Objectives:

Following a discussion on the importance of pre-school experiences in the development of basic quantitative ideas, the participant will be able to provide a variety of experiences that would lead to the development of these ideas in young children.

Given sample activities used in the development of beginning number ideas, the parent will use similar activities to determine the extent of the child's understanding of these concepts.

Materials:

chart of stages of learning

concrete objects to illustrate vocabulary and concept development

beginning concepts activity sheet

Activities:

1. Discuss the relation of daily activities using objects in the environment to the development of quantitative ideas and relationships.
2. Discuss vocabulary development using daily experiences.
3. Explain and illustrate the stages of learning.
4. Discuss sample activities on beginning concepts inventory. Suggest materials found at home that might be useful in

working on beginning number ideas.

Assignment:

Use opportunities during daily activities to encourage discussions that will develop quantitative ideas and relationships.

Observe child as he works with some computational activities. Identify the stages of operation or development on assigned activities.

MATHEMATICS - MODULE 2

Objectives:

Given a variety of experiences that would lead to the development of the set concept, the learner will be able to:

1. Demonstrate one-to-one correspondence between sets.
2. Show a quantitative comparison of two and more sets.
3. Count to determine cardinal number of a set.
4. Identify set of counting numbers.

Materials:

Counting objects (bottler tops, buttons, pebbles, straws, blocks, etc.) number cards (0-10).

Card with sets of objects corresponding to numerals.

Activities:

1. Discuss daily activities involving matching objects one-to-one.
   Example: shoes or socks - feet; gloves - hands; dishes - family members; chairs - students, etc.
2. Discuss how to indicate a one-to-one matching. Provide experiences in showing many ways to match objects.
3. Discuss the use of counting elements of a set to determine if sets can be matched one-to-one. Stress such terms as: more, less, fewer, etc.
4. Use concrete objects and relate the numeral to the corresponding set.

5. Develop the idea of one more than.
6. Provide experiences in counting to determine cardinal number of a set.

Assignment:

Have child draw or cut pictures from old magaizines or newspapers of sets of objects and write the cardinal number for each set.

MATHEMATICS - MODULE 3

Objectives:

Following the completion of this session, the learner will be able to:

correctly identify and use the inequality symbols;

sequence numbers using various patterns; and

use the joining and separating of sets for the operations of addition and subtraction.

Materials:

paper, pencil

objects for counting (bottle tops, buttons, etc.)

one hundred chart

inequality symbol

discovery sheet

Activities:

1. Discuss and demonstrate the use of inequality symbols.
2. Use hundred charts to discuss number sequencing using various patterns.
3. Illustrate the use of sets for developing the concepts of addition and subtraction.
4. Use the writing of number sentences or equations to record the operations on sets.

Assignment:

Prepare materials to be used for tutoring sessions. Example: one hundred chart; inequality symbols; collect counters or objects for set concept development; flash cards (hand made from index cards or store bought); number line with numerals 0-20.

MATHEMATICS - MODULE 4

Objectives:

Given a variety of experiences involving joining and separating sets, the learner will be able to:

1. write equations showing other names for given numbers;
2. write related number facts; and
3. draw number line jumps for numbers to 20.

Materials:

objects for counting (bottle tops, buttons, etc.)

paper, pencil

number line

discovery sheet

Activities:

1. Demonstrate and discuss the use of discovery sheet in finding other names for numbers.
2. Discuss and illustrate two addition equations and two subtraction equations for two addends and a sum.
3. Discuss and demonstrate drawing number line jumps for a given number.
4. Provide activities in which learner must determine, by counting the length of a number line jump.
5. Have learner draw number line jumps for numbers to 20.

Assignment:

Have child select several sets of objects. Ask him to write other names for those numbers and identify those facts that are related.

MATHEMATICS - MODULE 5

Objectives:

Following the completion of this session, the learner will be able to:

1. complete a number line jumps by counting, the basic addition and subtraction facts for sums to 10;
2. identify the place value of any digit in a numeral two digit; and
3. identify and write the expanded form and standard form of numbers.

Materials:

number lines

objects that can be bundled into tens

ice cream bar sticks, straws, tooth picks, etc.

rubber bands

pocket charts

numberal cards

pencil and paper

Activities:

1. Demonstrate the use of the number line in solving equation.
2. Have participants use individual number lines and number line ditto work sheets to solve given equations.

3. Discuss the concept of place value in a decimal system.
4. Demonstrate the use of counting sticks to develop the concept of ones, tens, and hundreds.
5. Demonstrate the use of pocket charts and place value boards.
6. Discuss the recording of operations on counting sticks using expanded and standard form of the number.

Assignment:

1. Prepare materials needed for tutoring sessions. Example: collect objects that can be bundled into tens, pocket charts, number cards.

   (Sample items will be shown or given to participants.)
2. Provide experiences where child can identify the number of tens and ones in any two digit numeral and write the standard numeral and expanded form of the numeral.

MATHEMATICS - MODULE 6

Objectives:

Given instruction on the use of an abacus in developing the concept of place value, the learner will be able to:

1. give the standard numeral for numbers shown on the abacus;
2. use an illustration of an abacus to show many names for any two or three digit numeral; and
3. use illustrations of abacus to aid in solving addition and subtraction problems with numerals having two or more digits with no regrouping.

Materials:

abacus

paper, pencil

Activities:

1. Demonstrate the use of the abacus to show numerals having two or more digits.
2. Provide opportunity for learner to identify and show numbers on the abacus.
3. Demonstrate and discuss regrouping to show other names for numbers on the abacus.
4. Demonstrate addition and subtraction of numbers using the abacus.

5. Discuss an illustration of an abacus to show its use in addition or subtraction of numerals.

Assignment:

Have child show numerals or an illustration of an abacus. Provide experiences for child to write the addition or subtraction problems suggested by numbers illustrated on an abacus.

MATHEMATICS - MODULE 7

Objectives:

Given experiences in using various methods to develop the concept of place value, the learner will be able to:

1. use the illustration of an abacus in solving addition and subtraction problems having two or more digits numbers with regrouping; and
2. use the place value board in developing the concept of regrouping in addition and subtraction.

Materials:

abacus
place value boards
counting sticks
rubber bands
paper, pencil

Activities:

1. Demonstrate the use of the abacus and relate illustrated abacus to addition and subtraction of number having two or more digits with regrouping.
2. Provide opportunity to use illustration of abacus to aid in addition and subtraction with regrouping.
3. Use place value boards to illustrate regrouping for addition

or subtraction.

4. Solve an addition and subtraction problem using place value board and counting sticks where regrouping is necessary.
5. Discuss regrouping for addition or subtraction using the expanded form of the numeral and standard form of numerals.
6. Review implementation of many methods of concept development used at home.

Assignment:

Use some method of developing the concept of place value. Be prepared to discuss problems or success encountered.

MATHEMATICS - MODULE 8

Objectives:

1. Given instruction in a variety of techniques for developing the concept of addition and subtraction, the learner will be able to successfully complete activities designed for reinforcement.
2. Given copies of suggested activities to stimulate an interest in mathematics in students, the learner will prepare some type of game or project to use in working with math concepts at home.

Materials:

- copies of addition chart
- chalk and chalkboard
- abacus
- counting sticks
- rubber bands
- cross number puzzles
- addition matrix
- contruction paper
- suggested activities on place value
- suggested activities for drill on number facts

Activities:

1. Review addition and subtraction of whole numbers using the expanded and standard form of numbers with and without regrouping.
2. Discuss and complete addition matrix and cross number puzzles.

Stress them as means of reinforcing addition facts.

3. Discuss the sample activities provided as additional means of reinforcing concepts such as: addition, subtraction, inequality; number sequence and place value.
4. Display samples of games or project activities. Ask parents to select one or more activities to make copies to be used at home.

Assignment:

Prepare some type of game or project activity to use for reinforcing some concept discussed thus far. Bring to next session to share with the group.

MATHEMATICS - MODULE 9

Objectives:

Following the completion of this session, the learner will be able to:

1. skip count using various patterns;
2. identify the total number of elements in equivalent sub-sets;
3. write multiplication equations related to equivalent sub-sets.

Materials:

Objects for counting (bottle tops, buttons, pebbles, etc.) paper, pencil.

Activities:

1. Divide counting objects into equivalent sub-sets. Describe collection using terms such as: 4 sets of 2 make a set of 8.
2. Use repeated addition finding the total numbers of elements in equivalent sub-sets.
3. Discuss method of writing about the situation using the three numbers used in describing the sets.
4. Provide opportunities to skip count using various patterns.
5. Write numbers skip counting by 2's, 3's, 5's.

Assignment:

Allow child to use counters at home to write equation for two and three equivalent sub-sets.

MATHEMATICS - MODULE 10

Objectives:

Following the completion for this session, the learner will be able to:

1. Write multiplication equation for several successive jumps on a number line.
2. Illustrate a given multiplication equation using the number line.

Materials:

number line paper, pencil

Activities:

1. Demonstrate successive jumps all the same length on a number line, starting from 0.
2. Provide experiences where learner must find the landing point for successive jumps all the same length, starting from 0.
3. Write multiplication equation to describe successive jumps on number line, all the same length.
4. Show repeated addition as a way to determine landing point on the number line.
5. Provide experiences in which the learner is asked to illustrate equation on the number line.

Assignment:

Use number line ditto work sheet to provide opportunity for child to write multiplication equations for number line.

MATHEMATICS - MODULE 11

Objectives:

Given instruction in various techniques for developing the concepts of multiplication and division, the learner should be able to:

1. reinforce multiplication facts through the use or equivalent sets or counting jumps on the number line;
2. use repeated addition to solve multiplication problems;
3. discover or reinforce division facts through the use of equivalent sub-sets or counting jumps on the number line; and
4. use repeated subtractions to solve division problems.

Materials:

counting objects for making sets

number line

paper, pencil

Activities:

1. Use counting objects to make equivalent sets. Describe collection of objects and record operation. Write two multiplication facts to describe sets.
2. Show equal jumps on number line. Write addition and multiplication equation for operations.
3. Use number line to divide a large jump into several small

jumps. Record division activities using repeated subtraction and related division facts.

4. Use counting objects to divide into equivalent sub-sets. Record operations.

Assignment:

Have child develop multiplication facts table for 2's, 3's, 4's, and 5's. Allow him to use number line or sets of counting objects.

MATHEMATICS - MODULE 12

Objectives:

Given a variety of techniques for developing the concepts of multiplication and division, the learner will be able to:

1. write two multiplication and two division equations for a situation involving several sets;
2. write related addition and multiplication equation;
3. write related subtraction and division equation; and
4. complete activities designed to reinforce multiplication and division facts.

Materials:

paper, pencil

Activities:

1. Make an illustration of equivalent sub-sets. Discuss the method of making sub-sets from an array of objects.
2. Identify sub-sets that generated the multiplication and division facts.
3. Discuss the relationship between multiplication and division.
4. Provide practice with multiplication facts through matrix and cross number puzzle activities.
5. Relate multiplication and division by writing two multiplication and two division facts for a given triple of two factors and a product.

6. Solve new division problems by repeated subtractions.

Assignment:

Have child make at least five rectangular arrays on paper and write two multiplication and division facts for the two factors and a product.

MATHEMATICS - MODULE 13

Objectives:

Following the completion of this session, the learner will be able to:

1. use common fractions to indicate what part of a region has certain characteristics;
2. use common fractions to indicate what part of a set of objects has a certain property; and
3. identify numerator and denominator of a given fractional number.

Materials:

counting objects (beans, bottle tops, straws, buttons, etc.)
construction paper for making and cutting apart regions
paper for folding

Activities:

1. Discuss everyday expcriences where fractions are used.
2. Provide experiences that would lead to the understanding that parts of sets can be identified by fractional numbers.
3. Prepare and separate the region into a given number of equal parts. Show method of writing number to indicate that part of the whole that is being considered.
4. Provide experiences in folding different regions into many equal parts.

5. Have pupils shade parts of squares, circles, and non-square rectangles. Write corresponding fractional number to tell what part is shaded or unshaded.
6. Develop understanding of terms "numerator" and "denominator."

Assignment:

1. Have child use activities such as dividing cookies, candies, apples, oranges, etc., into equal parts. Help him identify the fractional name for each piece or group.
2. Have him draw a picture to represent the group or object, then write the fractional number for each part after dividing into equal amounts.

MATHEMATICS - MODULE 14

Objectives:

Following the completion of this session, the learner will be able to:

1. find unit fractional parts of some quantities;
2. label points on the number line using fractional numbers;
3. compare parts of fractional numbers; and
4. generate some fractions equivalent to a given fraction.

Materials:

bottle tops for counting

number line string

string

construction paper for making and cutting apart regions

Activities:

1. Give sets containing various numbers of elements. Have learner identify a given fractional part of each set.
2. Use several pieces of string to be folded various number of times. Use a marker to identify each fold. Open string and identify fractional parts of each whole line.
3. Compare parts of the string as 1/2 is greater than 1/3; 1/3 is less than 3/4; etc.
4. Use same pieces of string to generate concept of equivalent fractions.

5. Use illustrations of number lines and demonstrate identifying fractional parts of a number line.
6. Divide several illustrations of number lines, all the same length, into 2, 3, 4, 5, and 6 line segments. Label each landing point.
7. Identify those landings located at the same point. Generate idea of equivalent fraction.

Assignment:

Have child cut different figures into several parts by first folding them. Paste parts on large piece of paper and identify equivalent fractions.

MATHEMATICS - MODULE 15

Objectives:

Given ideas and suggestions for activities to reinforce mathematics concepts and skills, the participant will select and activities to be used in tutoring students in mathematics.

Materials:

sample activity sheets or game boards

paste, file folders, construction paper, markers, rulers, magazines, index cards description of activities

math related activities using daily newspaper

Activities:

1. Discuss and distribute suggested activities.
2. Display other games of interest and discuss skills and concepts related to the activity.
3. Discuss newspaper activities.
4. Assist participants in preparation of games and projects.

Assignment:

Use materials or activity made in tutoring students.

APPENDIX "C"

(Parent Handbook)

PARENT HANDBOOK

This handbook is designed to assist parents in helping their children improve in school. Most parents are interested in their children's progress in school; however, they often times feel that they do not know how to be of help. It is hoped that parents will find the simple suggestions included in this handbook, helpful.

Parents are an important link in the education of the child. The more parents are involved in their children's education, the more positive the children's attitudes will be toward learning.

An earnest attempt has been made to include activities that are practical to use at home as well as useful in helping the child's performance in the classroom. Hopefully, the suggested activities will be a motivation to parents to create other activities that will prove helpful.

SOME HELPFUL HINTS

1. Provide a place for the child to work that offers little or no interruptions.
2. Try to have all of the materials that the child will need to use readily available.
3. Before the child tries an activity, be sure that he understands what you want him to do.
4. Do not be afraid to encourage the child.
5. Give praise where it is deserved; always point up the positive.
6. Do not over burden the child; twenty or thirty minutes each day is sufficient.
7. Do not use the study time as punishment.
8. The child should be allowed to have some free time after school so that he will be relaxed for the study time.
9. Get the entire family interested in the progress of the child.
10. Try to work with the child each day at a specific time.

READING ACTIVITIES

1. Rearrange the words according to rhyme:

jump	wall	kill	pound	small
hill	round	pump	bump	fall
ground	fill	dump	ball	mill
mound	sound	call	lump	bill

2. Arrange the words in their correct alphabetical order:

pie	top	bat	end	visit
red	in	dog	jump	get
so	under	hat	low	mother
yellow	quart	fat	over	kite
new	zero	and	wish	xylophone
cat				

3. In columns I, II, III, IV, and V are three words which are alike and two which are different. Cross out the two words which do not belong:

I	II	III	IV	V
aunt	villa	sand	eye	cheese
cousin	book	brook	coat	milk
cat	house	river	ear	clock
uncle	hat	stream	head	cream
wash	castle	fish	wax	winter

4. Underline only the foods:

car	cake	book
cheese	soup	running
soap	make	kitchen
money	meat	fruit

5. Underline only the things that live in the sea:

was	bank	rush
whale	whole	while
dolphin	kelp	dog
rice	cat	shark

6. After each phrase, write the letter of the "sense" word given at the top:

A. hear B. see C touch D. smell E. taste

1. the chocolate cake ____
2. the howling wind ____
3. the deep fog ____
4. the bitter root ____
5. the soft fur ____
6. the explosion ____
7. the heavy fragrance ____
8. the rough wool ____
9. the cold water ____
10. the white caps ____

7. Draw a line under all the words that begin with "t" and "r":

her	the	there	hat	to
rat	man	run	can	rip

8. Draw a line under the words that end with the same sound as the word at the top:

(boat)	(is)	(ran)
can	was	hat
was	tan	tan
bat	coat	fan
cat	bus	was

9. Fill in the blank places:

a) I am used outdoors. apples ball

b_____ w_____ r_____ wagon bread

b) I am eaten. cookies was

c_____ b_____ a_____ saw rope

10. Fill in the blank places to make a rhyming word:

man f_____ c_____ p_____

sat r_____ m_____ c_____

pot h_____ l_____ d_____

Make these poems rhyme:

See the boy

He has a _____. tree

I have a car

It can go _____. toy

I like to see

A big green _____. far

11. Underline the two words in each row that are opposites:

a) late early bacon

b) front some back

c) big cow little

d) pony hot cold

e) start stop saddle

12. Make a ring around the base word in each word:

a) going b) playing c) finding

d) seeing e) jumping f) sunny

g) working h) looking i) catching

j) eating k) funny l) laughing

13. Write a word in the blank places in the second sentence that is the opposite for the underlined word in the first sentence. Find the word in this list:

cold	top	wet	soft
forgot	inside	found	full

a) It has not rained. The grass is <u>dry</u>.

b) The paper is _____ where she spilled the soda.

a) She left her book at the <u>bottom</u> of the step.

b) The flag is at the _____ of the pole.

a) When you sit on a stone bench, it is <u>hard</u>.

b) The pillow is _____.

a) On sunny days we can play <u>outside</u> on the grass

b) When it rains we must say _____.

a) She <u>lost</u> her lunch money.

b) Mary _____ a penny in the grass.

a) It is a very <u>warm</u> day.

b) We wear our coats when it is _____.

a) The glass is <u>empty</u>. She drank all the milk.

b) The flower vase must be _____ of water.

14. Draw a line through the sentence that does not belong in the story:

The Big Train

See the big train.

Boys and girls like to ride the train.

The airplane can go up and down.

The train can go, go, go.

15. Make a ring around the right words:

a) I can be eaten:

peas	pencils	peaches	rocks
boat	tomatoes	chair	beans

b) I am water:

dew	river	sun	smoke
star	frost	hail	snow

c) I am a tool:

shovel	hammer	swim	rake
hoe	plum	plow	play

16. Complete the sentences by choosing the correct words from the list on the right:

Tom is a _____.	house
Spot is a _____.	dog
I live in a _____.	school
We go to _____.	play
Kittens like to _____.	boy

17. Draw a line under the two words in each row that end in a consonant:

here	town	dog
go	drop	pool
can	an	gave
some	run	bear
have	is	cat
mat	hop	me

18. Complete the word at the left by adding the final sound. Write that word on the blank to finish the sentence:

chur_____	1. We go to _____ on Sunday
sa _____	2. I heard the bird when it _____.
blo_____	3. Baby plays with a pretty _____.
du _____	4. The _____ can swim away.
ba _____	5. I gave the toy _____ to her.
sme _____	6. I _____ the food cooking.
lo _____	7. Please _____ the door.
ta _____	8. I need a hammer and a _____.

19. Write one of the initial blends on the blank to complete the word:

fr	cl	sp	
_____in	_____ight	_____ap	_____own
_____am	_____ank	_____ite	_____ee
_____om	_____oon	_____ing	_____at

20. Find the correct ending for each sentence. Write the complete sentence:

1. We wear warm clothes _____ to keep our feet dry.
2. We build roads _____ to travel on.
3. Airplanes use gasoline _____ to make us grow.
4. We wear overshoes _____ to keep us warm.
5. We call the doctor _____ to help them fly.
6. We eat vegetables _____ when we are sick.

21. Alphabet Hopscotch -- The hopscotch figure is made on a sheet of wrapping paper with the letters of the alphabet printed in the squares. The child says the name of the letter as he hops into the square, hopping in correct sequence. If the child misses, he writes his name in that square and waits his turn.

22. Words that are found in the readers or other textbooks may be used in questions as suggested below:

    a) What can you see on a street?

       a truck a table a car

    b) What is good to eat?

       a ball a cookie a pear

    c) What has long ears?

       a calf a rabbit a dog

    d) Where can you find a rose?

       in a garden in school in a ball

23. Two sets of cards are used. One set has questions which pertain to an assignment that you have asked the child to read.

The second set of cards gives the answers to the questions. Use the question cards and have the child show the card that answers the question:

Example:

Set 1	Set 2
Who sells sugar?	The grocer sells sugar.
Who digs coal?	The postman carries mail.
Who sells postage stamps?	The miner digs coal.
Who carries mail?	The postmaster sells stamps.

24. Short paragraphs may be taken from a book. The child is to complete the sentences or answer the questions as shown in the example below:

    Example: When the poor woman returned with her basket of food, the children eagerly peeped into the basket. The woman quickly hurried to the cupboard, etc.

    What happened first? What happened next? What happened last?

25. The child looks at a picture in a book and discusses what it is telling him.

26. A story is read or told to the child as the basis for the directions that follow it:

    Example: Today is Mary's birthday. She is seven-years-old. Her mother had a birthday party for her and invited three girls and three boys. Bob gave her a string

of red beads and Mary gave her a box of paints.

The children had ice cream and cake.

a) Get a piece of paper.

b) Write the number that tells how old Jane is.

c) Draw a picture of all of the children who came to the party.

d) Draw what Bob gave her.

27. After reading a story, the child answers questions similar to the exaples given below:

Example: a) Why do you think Mary wanted to wait for Carol?

b) Why did Mary have so many friends?

28. Write several groups of words; some of which are complete sentences. Have the child determine whether each group of words is a sentence or not:

Example:

a) One beautiful day _____

b) Dick and Susan are good friends. _____

c) After school I went _____

d) Sally jumped over the _____

e) In school we learn to read. _____

f) Spring will soon be here. _____

29. Write several groups of words. Use no capital letters and no punctuation. Vary the difficulty of the words and sentence structure:

Example: a) dick and susan like to play together

b) will you give that to me

c) don found new york on the map

d) do you like that book

e) mother and i will go away

f) shall i ask bill and tom to come

30. Prepare a list of words which contain the sounds you wish to stress. You can easily make up riddles as you go along. As the child guesses each riddle, write the answer and underline the stressed part. This game is designed for ear training and can be adapted to almost any sounds.

31. Some of the groups of words tell things that are done by people and some things that are done by animals. Put a "P" before the groups of words that tell what people do. Put "A" before each group that tells what animals do:

_____ put on a dress

_____ paint with a brush

_____ bark at the moon

_____ sit in the sun

_____ flap their wings

_____ like to swim

Use various categories, like fruit and vegetables, inventors and explorers, etc.

32. Read each sentence carefully. Find the word in the list that is described and write it after the sentence:

corn zebra howl violin

a) This wild animal looks like a horse but it is striped. _____

b) This grain grows on large ears. _____

c) This cry is long, loud, and mournful. _____

d) This musical instrument is played with a bow. _____

33. Several sentences are written on a folder and numbered. On slips of paper, which are in an envelope, are several answers for each sentence, with the number of the sentence written on each. The child places the slips with the right answers after each sentence and then chooses the best answer:

a) I will help mother because

1) I am six-years-old.

2) she works for me.

3) she says I must.

b) I will put away my toys

1) to keep the house neat.

2) to hide them.

3) to keep them clean.

34. Make up any story you wish. Be sure the child knows what the word rhyme means. Develop word concepts and do not accept

nonsense syllables:

a) I am thinking of a word that rhymes with bake. It is something good to eat. Can you think of some other words that rhyme with bake?

b) I am thinking of a word that rhymes with mouse. We live in it. Ask for other words for each word that follows.

c) I am thinking of a word that rhymes with spool. Jerry goes there.

d) I am thinking of a word that rhymes with bag. It is red, white, and blue.

e) I am thinking of a word that rhymes with mile. It is something you do when you are pleased.

35. Write "S" in front of the words that name things you can see; "H" in front of those that you can hear; "N" in front of those you can smell; "T" for taste; and "F" for feel. You may be able to do more than one thing with some of the things listed:

_____ soft music	_____ furry kitten
_____ red apple	_____ white snow
_____ red rose	_____ pink cake

MATH ACTIVITIES

1. Draw a line from the word to its number symbol:

six	3	seven	1
three	8	four	9
two	6	nine	7
eight	2	one	4

2. Which number comes <u>after</u>? Write it in the blank place:

4 _____ 2 _____ 9 _____

3 _____ 5 _____ 6 _____

Which number comes <u>before</u>? Write it in the blank place:

_____ 5 _____ 9 _____ 7 _____ 2

_____ 8 _____ 6 _____ 3 _____ 4

3. Which number comes <u>between</u>? Write it in the blank place:

3 _____ 5 4 _____ 6 2 _____ 4

6 _____ 8 7 _____ 9 8 _____10

1 _____ 3 5 _____ 7

4. How many?

2 dogs have _____ heads.

2 boys have _____ hands.

3 girls have _____ legs.

3 birds have _____ wings.

2 cows have _____ legs.

5. Draw a line from the item in Column I that is the same as the item in Column II:

Column I	Column II
5 dimes	one dollar
4 quarters	6¢
4 cents	50¢
6 cents	$.04

6. Pretend you are a clerk in a store. Tell how you would count the change in these examples:

Cost of Things	Money Used	Change
top ..... 5¢	1 dime	_____
toy clock ..... 20¢	1 quarter	_____
marbles ..... 15¢	1 quarter	_____
toy telephone ... 40¢	1 half-dollar	_____

7. Only one of the measures given is correct. Draw a line under the correct measure:

a)	Bill is buying ice cream.	feet	pints	doz.
b)	Betty mixes flour into a cake.	gal.	inches	cups
c)	Ann takes something for a cold.	teaspoons	lbs.	yds.
d)	Charles weighs his dog.	qts.	mi.	pounds
e)	Barbara buys some eggs.	gal.	oz.	doz.
f)	George runs a race.	yds.	pts.	cups

8. Which is larger?

   a) A cherry or a peach. _____

   b) A cat or a bear. _____

   c) A pony or a rabbit. _____

   d) A train or a car. _____

   e) A ship or a sailboat. _____

   f) A snowball or a snowman. _____

   g) A cat or a man. _____

   h) A boy or a barn. _____

9. Pretend that you have $750 to take a trip anywhere you want. Using the travel section of your newspaper, plan you vacation spot, transportation, accommodations, etc. Draw up a budget, and remember to include all trip expenses (but do not spend more than $750).

10. In the classified ads, find five different monthly rent payments. List them in order from the largest to the smallest.

11. Find a store which advertises soda pop in the newspaper. Find the price of the pop. Figure out how much 10 bottles would cost.

12. Find the weather report in your newspaper. What was the high temperature yesterday? What was the low temperature? How many degrees difference was there between the high and low?

13. Find a full page grocery ad in your paper. List the three least expensive items and their prices. Compare with a friend. Who found the cheapest?

14. Write the correct number on the line:

    a) Is 10 or 20 nearer 13? _____

    b) Is 20 or 30 nearer 29? _____

    c) Is 0 or 10 nearer 6? _____

    d) Is 100 or 200 nearer 155? _____

    e) Is 0 or 100 nearer 23? _____

    f) Is 0 or 100 nearer 85? _____

    g) Is 0 or 100 nearer 49? _____

APPENDIX "D"

(Endorsements)

DADE COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICE
LINDSEY HOPKINS BUILDING
1410 N. E. 2ND AVENUE MIAMI, FLORIDA 33132

DR. E. L. WHIGHAM
SUPERINTENDENT

DR. J. L. JONES
DEPUTY SUPERINTENDENT
(305) 350-3754

DADE COUNTY SCHOOL BOARD
DR. BEN SHEPPARD, CHAIRMAN
MRS. ETHEL BECKHAM, VICE CHAIRMAN
MR. G. HOLMES BRADDOCK
MRS. PHYLLIS MILLER
MR. ROBERT RENICK
MR. WILLIAM H. TURNER
DR. LINTON J. TYLER

April 8, 1975

Mr. John A. McKinney, Principal
Holmes Elementary School
1175 N. W. 67th Street
Miami, Florida 33150

Dear John:

This is to acknowledge your April 2, 1975 correspondence pertaining to the progress of your practicum. From the information reported in your letter, it appears that you are very well on the way and should have no problems in having a successful venture with good results.

I shall be out of the city for several days next week, but upon my return and when my calendar permits, I shall visit with you so that we may have an opportunity to chat further about this project.

Best wishes for your continued success.

Very sincerely,

J. L. Jones
Deputy Superintendent

JLJ/wcb

June 6, 1975

Mr. Sam O. Kaylin
Director of Practicums
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

This letter is to verify that the practicum conducted by Mr. John A. McKinney, "The Development and Implementation of a Tutorial Program for Parents to Improve the Reading and Mathematics Achievement of their Children", was implemented and completed as set forth in his proposal. I feel that Mr. McKinney did an excellent job in taking his project seriously and utilizing his time wisely.

It is my sincere opinion that this project will make a significant contribution to the training of parents and volunteers in the district as well as the field of education in general.

My observation and review of the project conducted leads me to believe that Mr. McKinney has been highly successful in his endeavor.

Sincerely,

Everett E. Abney

Everett E. Abney, Principal

EEA:c

cc: Mr. John McKinney

DADE COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICE
LINDSEY HOPKINS BUILDING
1410 N. E. 2ND AVENUE MIAMI, FLORIDA 33132

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SUPERINTENDENT

DR. J. L. JONES
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MRS. PHYLLIS MILLER
MR. ROBERT RENICK
MR. WILLIAM H. TURNER
DR. LINTON J. TYLER

June 17, 1975

Mr. Sam O. Kaylin
Director of Practicums
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

This is to inform you that the practicum of Mr. John McKinney, The Development and Implementation of a Tutorial Program for Parents to Improve the Reading and Mathematics Achievement of Their Children, has been successfully completed. As an observer for the project, I am pleased to attest to the development, implementation and completion within the guidelines established.

In my opinion, the completed project includes sound investigative techniques and effective organization of data. The conclusions drawn should prove beneficial to the Dade County Public Schools and the field of education in the area of parental involvement.

When you review Mr. McKinney's completed report, I feel certain that you will find that it represents a serious effort to do a scholarly job which can be implemented for the educational practitioner.

It has been my pleasure to serve as a monitor for this worthwhile project.

Sincerely,

J. L. Jones
Deputy Superintendent

JLJ/pf

cc: John A. McKinney

DADE COUNTY PUBLIC SCHOOLS

ADMINISTRATIVE OFFICE

LINDSEY HOPKINS BUILDING

1410 N. E. 2nd AVENUE MIAMI, FLORIDA 33132

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

DADE COUNTY SCHOOL BOARD
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MRS. ETHEL BECKHAM, VICE CHAIRMAN
MR. G. HOLMES BRADDOCK
MRS. PHYLLIS MILLER
MR. ROBERT RENICK
MR. WILLIAM H. TURNER
DR. LINTON J. TYLER

June 20, 1975

Mr. Sam O. Kaylin
Director of Practicums
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

At Mr. John McKinney's request, it was my pleasure to serve as a monitor for his practicum, The Development and Implementation of a Tutorial Program for Parents to Improve the Reading and Mathematics Achievement of Their Children.

During the time I served as monitor, I was the Project Manager for the Elementary Basic Skills Project, ESEA-Title I, in the North Central Area. This afforded me an opportunity to work very closely with the practicum implementation and assess its success. I am most enthusiastic about the outcome and am pleased to report that it has significant merit.

It is my evaluation that all the guideline criteria were met as established, and we will certainly be able to view this as a model in the area of parental involvement.

Mr. McKinney approached his practicum with a great depth of concern for effecting a positive experience. Being the outstanding scholar that he is, I am sure his practicum reflects this attitude and intent.

It has afforded me a great deal of growth to have been associated with this endeavor.

Sincerely,

Leenette M. Pennington
Rockefeller Intern 1975-76

LP/pdf

cc: John McKinney

DADE COUNTY PUBLIC SCHOOLS
SCHOOL - COMMUNITY PARTICIPATION

MR. JAMES A. FLEMING
DIRECTOR

DELORES M. BAKER
SECRETARY

(305) 350-3821

1444 BISCAYNE BLVD., SUITE 305
MIAMI, FLORIDA 33132

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

DR. LEE G. PUGH
PROJECT MANAGER

RUTH A. TAYLOR
SECRETARY

(305) 350-3808

June 25, 1975

Mr. John A. McKinney, Principal
Holmes Elementary School
1175 N. W. 67th Street
Miami, Florida 33150

Dear Mr. McKinney:

This letter is in response to your presentation on June 19, 1975 at which time you presented the findings and conclusions of your practicum report titled, The Development and Implementation of a Tutorial Program for Parents to Improve the Reading and Mathematics Achievement of Their Children.

You are to be congratulated for conducting a very timely study. The analysis of your data and your concomitant conclusions bear heavily on a major concern of the school system--parent involvement in the learning process of their children.

As a part of the school system's effort to create more effective and positive parental involvement, I feel that your tutorial program for parents can be effectively implemented. The training modules and handbook can serve as a training model for those schools that are desirous of implementing such a program. Your full report has been referred to the appropriate staff members for their review and action.

Again, congratulations and good luck in your future endeavors.

Sincerely,

Lee G. Pugh
Project Manager

LGP/rt
cc: Dr. J. L. Jones
Dr. Everett E. Abney
Mrs. Leenette M. Pennington

BIBLIOGRAPHY

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